

# AMERICAN JOURNAL OF EDUCATION

## AND NATIONAL EDUCATOR.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

ST. LOUIS, MO., JANUARY 9, 1894.

No. 1.

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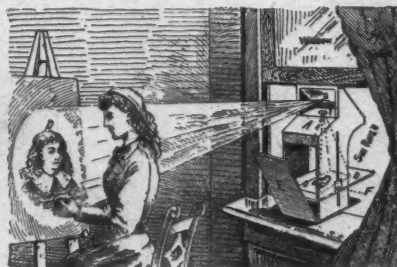
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# AMERICAN JOURNAL OF EDUCATION

## AND NATIONAL EDUCATOR.

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VOL. XXVII.

ST. LOUIS, MO., JANUARY 9, 1894.

No. 1.



And National Educator.

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### A HAPPY NEW YEAR.

"Ah! rare, sweet eyes, that grow so grave  
When the young year comes in!  
Wilt thou keep faith?" she cries, "or be  
As other years have been—  
True for a summer day,  
False when the skies are gray?"

Oh! rare, true eyes—too true to trust  
The young year's silent smile!  
Keep faith, though all the day be gray;  
Keep faith, keep love the while;  
For the true friend, he comes this way  
In the early dawn of this winter's day."

ABOVE all else, teach the children to be true,  
for what we put into the first of life we put into  
the whole of life.

YES, these Midas-eared, double-barreled aristocrats who have undertaken the task of governing this nation have demonstrated that it takes wisdom, and patriotism, and intelligence to legislate for a great

people. We have tried Midas-eared ignorance, who have proved ablest to get elected only, let us now try intelligence which shall be able to discharge the duty of law-makers and governors wisely. Get the

man of intelligence, the man of intellect at the top of affairs—get him for governor, for law-maker, all is got; fail to get him there is nothing yet got, though the Midas-ears lop down over the shoulders.

COURAGE! You and I can apply the heroic remedy of *right doing at once*. That light, thus kindled, will radiate outwards with marvelous effect. You and I, my friend, can at once, to-day and every day

Bring a little human love  
To mend this world.  
God himself is love.

AGAINST ignorance and stupidity the gods themselves are powerless.

To a rich spirit life cannot be poor.

THERE may come to us more true help and spiritual force in a paragraph than in some whole philosophical system.

THIS teacher who teaches and instructs the children in the conduct of daily virtues our living is doing the greatest work.

ONE knows not what the meaning of editing and writing is unless he aims to teach the people wisdom and the way thither, for it is written, "Happy is the man that findeth wisdom and the man that getteth understanding. For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies."

THE sun shines, the earth rolls; but the stupidity, ignorance and impotences of the Midas-eared governments are such that men willing and anxious to work find no work to do. Ignorance, you see, is expensive.

WE do not so much want an antidote for the existing state of things as an intelligent, permanent remedy. More intelligence, more justice, more humanity and sympathy alone will bring a permanent remedy.

DURING this battle to establish schools and to maintain and extend these by intelligence among the people, let us be enemies to their enemies, and after the victory their friends and brothers.

ALL and the best that we can say about "The Preston Papers" will not begin to set forth their helpfulness to the teachers and the people, and every teacher will thank us for putting them in the way of *owning* this book. See page 14 for further particulars.

YES, we *do* find it written, "Woe to them that are at ease in Zion."

# 1894!

Stand firm as any tower  
Which never shakes its top  
Whatever wind may blow.—Dante.

WE send to all, the greetings of the New Year! We come, as you see, with (Vol. 27) No. 1 in a new dress throughout. We bring, too, with all this the added experience of more than a quarter of a century of effort and study to build up a system of unsectarian common schools in this nation adequate to its utmost needs. We bring more than the word—the empty form—of *heartfelt* thanks to both the old and new friends who have made our work possible and profitable in all the past.

"Let knowledge grow from more to more,  
But more of reverence in us dwell  
That mind and soul, according well,  
May make our music as before—  
But vaster."

Aye, if we should syllable the needs and power of intelligence to-day—it must be written large. We plead for a continuation of loving zeal, for larger co-operation, for a wider circulation of the strong, helpful things, printed, not so much to fill a space as for inevitable utterance on the part of our contributors.

These needs and these principles entreat for us—all, and more than we can ask. Publishers, contributors, editors will do all and the most possible to make Vol. 27 of THE AMERICAN JOURNAL OF EDUCATION the best volume issued in twenty-seven years.

If the 400,000 teachers in the United States can write and work together to secure certain desirable results, they can command whatever they ask for. We are at present working, each one too much on his own line, skirmishing—separated and isolated, and make comparatively little impression. These great national organizations are of inestimable benefit. The State Association comes next in power and influence, and when we get along to the point where we can formulate our needs in the way of legislative action, in the way of longer school terms, in the way of stating plainly and fully the necessities and advantages of our common school system—then the State Association will become a power and a forming influence in the Legislature. So far in too many instances they thank somebody for "grub" furnished for two or three days at reduced rates(?)

and adjourn. Then the County Associations bring us together for better acquaintance, for mutual help and sympathy, and co-operation. The people are drawn in, or should be for the evening meetings, and some strong speakers show a new and larger life and light as a result of the instruction given in the schools of the county. We need in all the States to reach the people more.

Dr. Harris, State Superintendent of Alabama, inaugurated a splendid campaign which has been most helpful and successful in the direction of reaching the people. State Superintendent Wolfe, of Missouri, has done very effective work, too, in the same direction. State Superintendent Frank Smith, with the irrepressible Frank Goodman and Editor Huffaker, has been equally successful in Tennessee. A great and a successful campaign was inaugurated in Mississippi, too, under the direction of State Superintendent J. R. Preston, which resulted in calling Prof. Barnard to a position in the State University. Kentucky, too, under the impressive leadership of State Superintendent Ed. Porter Thompson, has been doing even a greater work than the educators of that State realize in its far-reaching influence. In fact Prof. Alexander L. Peterman, editor of *Home and School*, says in a late issue: "It won't do to give this educational cause any vacation. We must line up and keep blazing away. Other armies can go into winter quarters, but the educational force must make the campaign twelve months long every year." When all our educators get keyed up to this point the 400,000 teachers will be inquired of as to what they will want in the way of legislation, and then, if they can tell what is needed, they will get it.

The outlook was never more hopeful or promising all along the line. What of good each one knows for himself, let us know it and communicate it to all. With the great our thoughts and manners become greater. It is a maxim of history that victory falls at last where it ought to fall. Let us be united, and then on to victory!

THIS shadow of ignorance and unwisdom is cold, dismal, stifling. Let us have done with it. Intelligence, with its warmth, its sunlight, is better.

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## IS IT?

Glancing an eye of pity on the losses  
That have of late so huddled on their backs.  
—Shak.

IS not the following statement rather startling? This money put into the stocks and bonds of these railroads belonged to the estates, belonged to the widows and orphan children, representing the savings of a lifetime in many instances.

If you ask what interest our teachers and educators have in such an item, we say plainly that the income of every teacher in the United States is *less* because of this loss. In most cases when people begin to economize, they cut *first* the cost and expense of schooling and so permanently cripple the child for life in the only wealth which is a permanent, unwasting, ever-growing investment. Strange is it not?

Here are the startling figures of loss. Look them over carefully. They are the result of ignorance. This luxury of ignorance comes to be a very expensive one in the long run as well as in the short run:

"Two weeks before the close of the year, we find in the record of railroad companies for whom receivers have been appointed since January 1st, 1893, no less than *seventy-one roads* with nearly 23,000 miles of line, an outstanding bonded indebtedness of almost \$754,000,000, and capital stock aggregating over \$534,000,000, making a total of almost \$1,280,000,000 of stocks and bonds from which *all returns* are suspended, with the certainty that a large part of their value will be wiped out before the long process of the courts is ended."

It is not easy to tell a mother her children are lost. It is a duty society owes to show how to take care of and to train children into habits of industry, economy and citizenship, and not to leave them to grow up—lost. The school is primarily for this purpose of saving the children. It is in its work in this direction worth vastly more than it costs. The rich, stingy, penurious tax-payer ought to realize this fact. If the children are *lost* their crime and their poverty search out property to tax it, and the lost child becomes a permanent *tax* on property. This gulf of crime and poverty, which seems to be growing in this country, has depths which are neither pleasant to look into or to contemplate. Let us save the children.



We are aware, yes, all too well aware, that words of warning do not *always* bring immediate results, but then, you and I, my friend, have something more than words of warning in the present condition of things. We have strikes, hunger, cold, the canker of anxiety, rich and poor alike, over the *fact* stated by President Cleveland in his late message, that "*values supposed to be fixed* are fast becoming *conjectural* and *loss* and *failure* have involved every branch of business." If we were properly educated we should know enough to avoid this condition of things.

#### MR. SNIDER'S INTERPRETATION OF DANTE.

TO most readers of this journal the name of Denton J. Snider has long been familiar. It is now many years since he definitely marked out for his life-work a thorough-going interpretation of what he calls the great Literary Bibles of the world.

A quarter of a century ago, indeed, he was already in training for this work. His first course of study in this direction (extending through a number of years) consisted chiefly of the leading systems of philosophy, ancient and modern, especially Greek and German. It was through this course that he may be said to have accomplished the work of self-definition and full self-direction. Once fairly aware of the special character of his own power, and with that power fairly developed to maturity, the question of the special work he should undertake was found to be largely decided for him in advance. He was, in fact, already working; and his native gifts had found fitting exercise in the work which, in the essential fitness of things, had fallen to his hand. (This in the St. Louis High School.)

Thus he had but to follow the clew that had been given by the destinies. And first of all, with unfaltering zeal, he applied himself to the interpretation of Shakespeare, through whose work the world is seen in action; then to that of Goethe, through whose work the world is seen to be exercising its powers chiefly in reflection; and again to Homer, in whose poems are developed to fairly full outline the primal perennial forms of the Mythos—the first great dream and clear premonition of Reason, divinely human and no less humanly divine.

Such, in brief, has been Mr.

Snider's preparation for the great work of interpreting the exceedingly difficult, inexhaustibly rich world-poem of Dante; a poem which represents that divinely inspired reflection-in-action characterizing the Middle Age period; a poem, therefore, which as a whole stands out like one of the great cathedrals, itself one vast symbol made up of myriad symbols in mystic, colossal, organic union. And it is just the marvelous unison of this marvelously complex whole that Mr. Snider has set himself to unfold through all that intricacy of detail so well known to students and so bewildering to the uninitiated mind.

It must suffice here to say in the first place that the "Divine Comedy" is, in essence, an elaborate presentation of the whole range of Christian theology, as that theology was understood in the middle ages, and secondly that Mr. Snider's two volumes (of more than a thousand pages) constitute what is probably the clearest and most adequate rendering into the modern vernacular which the great world-comprising thought of the "Divine Comedy" has yet received in any language.

And so, let the thoughtful teacher read the great poem; then read this searching "commentary," and then read the poem itself again. This done he cannot fail to find his theories of education renovated, clarified, revived, transfigured. He cannot fail to see that human life itself begins in merest animality, and that this, with all its consuming, contradictory designs, must prove to a self-conscious being nothing less than a very inferno, from which also no human soul can hope ever to escape, save through purgatorial struggle and progressive self-adjustment to the eternal law of Love, which is also the supreme law of Life eternal.

And for the same reason we would that every preacher, who is both by right and duty a teacher specially of lessons that make for righteousness, might include these volumes of Mr. Snider's (together, of course, with the great poem itself) among his most diligently used books. Nay, we cannot doubt that the sermons from texts selected out of the specifically Christian Bible (including, of course, the Bible of the Hebrews) would be the better and not the worse, were the preachers of such sermons to make habitual use of the great "literary bibles" of the world, also, and especially as these bi-

bles have been illuminated by Mr. Snider's commentaries upon them. Strange that we should be so slow to realize that Christianity can in nowise survive as the creed of the Kingdom of Truth save by full inclusion and thorough assimilation of *all* truth; not by exclusion of and antagonism toward any one of its phases. The supreme, eternal revelation—is not that the whole universe of nature and of man? And what are all the Bibles of the world but the record's of man's ceaseless struggle to comprehend that supreme revelation? Nay, it is *this* that constitutes the one perfect God-given BIBLE, and all other bibles are but commentaries upon it!

Read these bibles so and they will prove miraculous lenses through which you attain that vision of divine Fatherhood which means no less than divine Sonship for you.

W. M. B.

#### FEDERAL AID TO EDUCATION.

Cannot—  
By the good aid, that I of you shall borrow  
Err in bestowing it?

—All's Well.

SO it seems that the principle of "Federal Aid to Education" has not only been fully recognized by Congress, but actually put into effective operation. This must be exceedingly gratifying to United States ex-Senator W. H. Blair, who fought earnestly, heroically, patriotically and righteously for the passage of this all-wise and beneficent measure in the United States Senate. To be sure, *forty-four* Senators voted over and over again for the passage of the bill appropriating \$77,000,000 to help education in the South, but now Congress has gone clear beyond Senator Blair's proposition and not only voted for an appropriation but voted for the money to be paid over *in advance*. We are glad to see this liberality and the full recognition of the principle of "Federal Aid" for educational purposes.

Now we urge again our school officers all through the country to arrange *their* finances so as to have the *money on hand* to pay the teachers *each month*, as other State and county officers are paid. This is the official statement in regard to

#### FEDERAL AID

for instruction in agriculture and the mechanic arts.

"The process of putting in operation the act of Congress approved August 30, 1890, entitled 'An act to apply a portion of the proceeds of the public lands to the more complete endowment and support

of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862,' was completed during the year just closed in all the States and Territories which are or may be entitled to the benefits thereof.

"The receipt of reports or satisfactory returns from the treasurers of the institutions receiving the funds provided by the act enabled the Secretary, on July 1, to certify the several States and Territories as entitled to the sum of \$19,000 each, being the installment for the year ending June 30, 1894, *payable in advance*, in accordance with the provisions of the law.

"A tabulation of the general and financial statistics contained in the reports of presidents of the institutions concerned is here submitted."

We omit further details for want of space.

#### AN IMPORTANT HABIT.

How use doth breed a habit in a man.  
—Shak.

DON'T live a single hour of your life without *doing* exactly what is to be done in it, and going straight through it from beginning to end. Work, play, study, rest, whatever it is, take hold at once, and finish it up squarely; then to the next thing, without letting any moments drop between.

It is wonderful to see how many hours these prompt people contrive to make of a day; it is as if they picked up the moments that the dawdlers lost. And, if ever you find yourself where you have so many things pressing upon you that you hardly know how to begin, let me tell you a secret:

Take hold of the very first one that comes to hand, and you will find the rest all fall in file and follow after, like a company of drilled soldiers; and, though work may be hard to meet when it charges in a squad, it is easily vanquished if you can bring it into line. You have often seen the anecdote of the man who was asked how he had accomplished so much in his life. "My father taught me," was the reply, "when I had anything to do, to go and *do it*."

We ought to do our teachers the *justice* in all the States to arrange for their prompt and liberal payment at the end of each month as other employees of the county and State are paid. The taxes should be levied in *all* the states to defray the necessary expenses of maintaining the schools a year in advance. This can be accomplished easily by a little wise forethought and wise action on the part of our school officers. We *owe* this justice to our teachers.



## ARKANSAS

EDITION  
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PERRIN & SMITH, PROPRIETORS.

M. MATHES, Little Rock..... } Editors,  
J. B. MERWIN, St. Louis..... }

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States without further delay.

IGNORANCE and idleness are alone without hope. There is hope and relief in work and intelligence.

THIS energy of unwisdom and of ignorance comes to be not only oppressive, but cruel in its results; better pay more for intelligence and employ that.

OUR work and life is not quite so much a mutual helpfulness as it is a mutual hostility under the thin guise of a so called "fair competition." This way is not the best way, although the majority walk in it.

A LARGE number of people have just come to a realization of the fact, as stated by Emerson, that "the world exists for the education of each man. Can you give a wiser, better, fuller explanation? If so, we shall be glad to make room for it in all the nine editions of this Journal.

THIS teaching and training of a child is no trivial or insignificant thing. Could we look well into that soul we should see through this window solemn vistas reaching on, into the infinite.

It seems the man has got elected who was ablest to get elected! but who had no intelligence or wisdom to discharge the duties of his position. We have tried this way, it has proved not to be a good way, or a wise way, or a safe way. What now or what next? Give attention to the duties of citizenship and put wisdom in the place of folly, intelligence in the place of ignorance, patriotism in the place of party and justice in the place of selfishness. When? now, the next election, or suffer. We prefer to remedy evils. This is the way to do it.

## SOMETHING WRONG.

Oppressed with wrongs,  
And therefore full of fears.

King John—Shak.

SPEAKING of the wages paid teachers in the public schools of West Virginia, the Harrisville *Reveille* says: "That teachers in this county at present have no show at all. Just think of it. Let a teacher holding a number two certificate go to Murphy District and article for a school at \$24 a month, which will be \$96 for the term. Allow \$32 for board, \$10 for institute expenses, \$5 for various expenses to occur during the term, \$3 for conveyance to and from school. Total amount of expenses, \$50. So you see the teacher has \$46 left, if very economical—\$46 to buy books and clothing. We say it is no wonder the teachers howl, and let them howl till they are heard on this question. Perhaps the Boards of Education have done the best they could under the circumstances; we are not prepared to say about that, but some thing is wrong somewhere."

Yes, there is something *wrong* here. All admit that. The question is how to right this wrong done our teachers, not only in West Virginia, but in other States, too. Mr. James W. Horn, in the same issue of the *Journal*, points out the remedy to a certain extent. He says: "The people need to be interested in the matter, and to see the need of better schools. The work of reform should be brought about by the people. They should be led to see that the best investment they can make for their children is in education. The better their children are educated the better they are prepared to make a living and to reach high aims in life."

The *West Virginia School Journal* is doing persistent and heroic service in this direction. If the teachers of West Virginia will take hold and circulate, as they could easily and profitably do, 50,000 copies of the able, devoted, helpful, fearless *Journal*, and so interest and inform the tax-payers as to the needs of the schools, the remedy would soon come, the wrong would be soon righted.

For the most part these teachers in this and in other States are the more intelligent sons and daughters of the people, and in doing the teachers this wrong the tax-payers are wronging their own flesh and blood. Is this wise? Is it not quite otherwise? Then, too, it should be distinctly

stated that the tax with which we establish, extend and maintain the schools, when scattered over all the taxable property of the district, amounts to but a small sum to each individual tax-payer—so small is it for each individual to pay that not one in a hundred can figure it out.

Then, too, the railroads pay a good proportion of this tax in all the States. Mr. Lewis says, as it will plainly be seen by the teacher and other persons interested, that, for school purposes, the railroad property is subjected to the same rate of taxation that any other property in the district is, the difference being in the method of collecting the taxes, the county and district taxes on other property being collected by the Sheriff and the railroad tax by the Auditor, and by him distributed to the counties through which such railroads run.

Now, why not call the people together and talk over this matter and explain to them just what is needed and just how much money is needed? We advised a teacher to do this thing with the patrons of his school, and he went to work and made all the estimates plainly on the blackboard, and then invited the tax-payers into a meeting to consider the matter, opponents and all. He had even taken the trouble wisely to go the Assessor's books, and had all the data; and whereas, there had been bitter and violent opposition to building the necessary addition to the house to accommodate the growing numbers pressing into the school when the facts and figures were all laid before the people, out of something over 400 votes there were but 13 against the proposition, and these opposition votes came from the saloon across the square.

The tax-payers are so absorbed in other directions in trade, in politics, in farming and securing premiums at the county fair on their pigs and calves and cabages that they really have no time to look after or to consider the training and education of their children.

We see the Illinois Central Railroad has just paid into the State Treasury at Springfield a total amount for the year 1893 of \$753,066. Stock-holders and bond-holders, whose property is made safe and valuable by the training given in our common schools, are able and willing to pay the taxes, so that they come to be very light and small to each individual tax-payer in the school district.

Has this matter been fully ex-

## "Disfigured For Life"

Is the despairing cry of thousands afflicted with unsightly skin diseases.

Do you realize what this disfiguration means to sensitive souls?

It means isolation, seclusion.

It is a bar to social and business success.

Do you wonder that despair seizes upon these sufferers when Doctors fail, standard remedies fail.

And nostrums prove worse than useless?

Skin diseases are most obstinate to cure.

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Because for years they have met with most remarkable success.

There are cases that they cannot cure, but they are few indeed.

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50c.; SOAP, 25c.; RESOLVENT, \$1. POTTER DRUG

AND CHEM. CORP., Sole I'rops., Boston.



## TELEGRAPHY.

WHERE and WHY you should learn it. Particulars free. Send me your address please.  
W. FILDES, Box 14, West Salem, Ill.

plained to all the tax-payers as it should be?

Prof. J. W. Horn says further that the State of West Virginia, by virtue of what the teachers are doing to train the children into habits of obedience and intelligence, productive industry, advancing in wealth and developments of her resources, and along with this we want to see the schools do a still better work for the material and intellectual welfare of the children.

This will be done and the people are able and, if they understand the matter, will be willing to pay their own sons and daughters for doing this helpful, necessary work.

You will indeed find "The Preston Papers" to be as we state on page 14, a remarkable book! You will get your money back a good many times over by quietly loaning it to a certain school officer who needs to take the prescription suggested after you have diagnosed his "case!" If the people knew what an improvement would be made in the school, they would give an exhibition and secure a dozen copies to put into the library, and when this dozen copies were used up and read "all to pieces," as they would be soon, they would put in another dozen! Of course this *Journal* would go along to re-inforce the good work. "The Preston Papers," are, so to speak, "sweetners." Look over page 14, and see how many topics are treated of in the "Preston Papers." It is a "treat," too, that will make its advent into your school district memorable. A new light will dawn, a new liberality will be exhibited in school matters where "The Preston Papers" are read and circulated.

THE C. B. & O.—the old cabalistic letters—which still mean "The Cheapest, Best & Quickest" route to Duluth, has already been designated by the Illinois and Nebraska State Teachers' Associations as the "official route" to the meeting of the National Teachers' Association, to be held in Duluth next July. Where is Proctor Knott and his speech on Duluth, now?



## NOTED PEOPLE OF THE DAY.

DANBURY, Conn., a town of 20,000 people, nearly all of whom get their bread and butter by the manufacture of hats, is the location of a great strife between capital and united labor. Nineteen of the thirty-one hat factories of the place have closed their doors, removing the support of nearly half the people. The cause of this is the changes of fashion from stiff to soft hats, the manufacturers claiming they could not make the latter, as the prices paid for labor there were higher than elsewhere. Mrs. Ellen Foote, a shrewd and determined woman, is the leader of the labor forces. By her plain-spokenness and honest courage, Mrs. Foote has often saved both sides from folly. Among the laborers she is known as "Queen Ellen," and the manufacturers were called "Ellen's babies," on account of her peculiar influence over them. For ten years, with one trifling exception, when Mrs. Foote beat the capitalists, the manufacturers and laborers have lived in peace and harmony. In the event of the factories trying to run with foreign workmen, there will probably be serious trouble.

DR. F. A. COOK, of Brooklyn, is preparing to head an exploration party southward. He believes scientific research as valuable around the South as the North Pole. Dr. Cook was ethnologist of the Peary expedition of 1891 and '92, and hopes to be ready to start on his new journey by September 1. He intends to purchase a steam whaling vessel of about 300 tons and refit her for Antarctic service. With twelve or fourteen men, two life boats, provisions for three years and other necessities, he will go direct from New York to the Falkland Islands. He does not hope to do much before year after next. As this region is a great tempestuous sea, cold, desolate and isolated, the trip is more dangerous and difficult than one to the North. Dr. Cook hopes to reach the Falkland Islands on his return trip about May, 1896,



MRS. ELLEN M. FOOTE

THE trouble in the Bank of England, which caused such a commotion a few days ago, has come to an end. Mr. Fred May, the chief cashier, had made some advances irregularly, and he not only retired but his resignation was demanded by the Governor, David Powell, and the directors of the bank. England's famous bank was founded in 1694 by Mr. Wm. Patterson, a Scotch gentleman, who was afterward engaged in the ill-fated Darien enterprise. The prime object of the institution was to assist the Government by lending its funds. The present capital of the bank is £14,553,000. It has been frequently affected by panics among the holders of notes, but has always held its own, and is now one of the greatest institutions of its kind in the world.

COUNT TAAFFE, the retired Austrian Premier, is one of the most extraordinary of modern European statesmen. It is not believed that his retirement is permanent. Count Taaffe, as his name indicates, is of Irish extraction. The family was eminent centuries ago for its unwavering loyalty to the Stuart kings. It is now almost exactly fourteen years since the Emperor as a personal friend asked Count Taaffe to form a ministry and try to manage the warring factions of the Reichsrath. The task was an unenviable one. Austrian prestige was low and deserved to be. The finances of the empire were in disorder, but Count Taaffe took the office. Under his administration the country has greatly prospered. He has won the approval of the great mass of the people, who have no vote. It is in his attempt to extend the franchise to them that he has been temporarily driven out of office.

It is announced that the Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, is soon to wed Her Imperial Highness, the Grand Duchess Xenia Alexandrovna, daughter of the Czar Alexander the III. of Russia. The Grand Duchess Xenia was 18 years old last April. She has been educated all her life at home, and is not only the eldest but the best beloved of Alexander's daughters. She is of a very studious disposition—more so than any of her brothers or her younger sister. It is said that the Czar's pet name for



GRAND DUCHESS XENIA

her is "Philosopher." Although not a great beauty, she is described as being amiable and kind to all with whom she is brought in contact. She now stands third in succession to the Russian throne.

It is reported that W. Astor Chanler, the young American explorer, is lost in the equatorial regions of Africa. It will be remembered that sometime ago he headed an expedition to the Dark Continent in scientific research. Wm. Astor Chanler is a son of John W. Chanler, and a great-grandson of John Jacob Astor. He is 26 years old, and graduated from Harvard College five years ago. Then he went to Africa and made a daring trip through Masailand, going around Mount Kilima-Njaro, being the first white man to do so. After his return he organized the present expedition at his own expense, which started about a year and a half ago. The intention was to thoroughly explore the Mountain of Kenia, and then the dangerous and comparatively unknown region east of Rudolph Lake.

SIGNOR JOSEPH ZANARDELLI is the man chosen by King Humbert of Italy to form a new Cabinet. He is one of the leading lawyers of Italy. He is 60 years of age, and has taken an active part in Italian politics for forty years. He fought for Italian independence and a union of the States. Since 1862 he has been a member of Parliament. In 1878 he was Commissioner of Public Works, and afterwards Minister of the Interior. He resigned from Parliament and afterward was Minister of Justice under Crispi. He did much to secure the passage of the new penal code and enlarged the suffrage of the country by about 2,000,000. A few years ago he accepted the office of President of the Chamber of Deputies. He commands the respect of all parties, and it is believed that as Premier he will remedy the evils incident to the bank scandals.

JUDGE DOLE, the President of the Provisional Government of Hawaii, is the son of an American missionary who went to Hawaii nearly three-quarters of a century ago. Judge Dole is about 55 years of age, and was born in the city of Honolulu. He has always taken an active interest in the affairs of



WM. ASTOR CHANLER

his country, and was for many years Judge on the Supreme Bench of Hawaii. It is said that he is a man of the highest integrity, and has the respect and confidence of both the native and foreign elements of the islands. He is the figure-head and brains of the Provisional Government.

CONRAD N. JORDAN, Assistant United States Treasurer, who is in London, is believed by some to be on a financial mission, although prominent American bankers deny the report. Mr. Jordan was born in New York City in 1831, and has long been connected with its banking interests. For many years he was cashier of the Third National Bank of New York. He organized, in the interest of Winslow, Lanier & Co., the Louisiana National Bank of New Orleans. At the time of the "Black Friday" gold panic, when the Gold Exchange Bank closed its doors, Mr. Jordan took charge of the institution, and within fifteen days he paid off the creditors and replaced the bank within the hands of the directors. In 1880 he organized the Western National Bank, of which he became president. He became Assistant United States Treasurer last April.

M. EMIL FREY, recently elected President of Switzerland, was formerly Swiss Minister to this country. He was born in Arlesheim, Switzerland, in 1838. His forefathers for ages back have been either eminent warriors or statesmen. After attending the schools of Basle and the University of Jena he took the usual course of an officer's training at the Federal Military School of Switzerland. He then sought practical experience in the line of agricultural science, extending his studies in that line to America, and was engaged as a farm hand in Illinois when the war broke out. Although he had only come to this country temporarily, he joined the Union Army, saw a great deal of active service, became an officer, was taken prisoner and held in close confinement for nearly two years. He returned home in broken health in 1865, and for sometime was engaged in journalistic work. In 1882 he became Minister to this country. He has always been a leading Swiss politician.

Of all languages spoken, let us with our common school instruction make for American citizenship one language—the English language. That will make a homogenous united people.



CONRAD N. JORDAN



EMIL FREY



J.M. DOLE



## TEXAS

EDITION

## American Journal of Education.

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## AN INTERESTING DOCUMENT.

WE have the annual statement of the Commissioner of Education to the Secretary of the Interior for the fiscal year ending June 30, 1893. Of course, the Commissioner could not properly include any specific information in an "official report" subsequent to June 30, so that very much valuable information in his possession must go over to be included in the next report. This will come late to be available to the educators of this and of other countries, and when it does come, it must come only in an "official way" and in "official" language or style. It will be safe and reliable however.

It is of record, though, and can be stated, that in no previously international Congress ever held were there so many nations represented, and never before were there so many distinguished educators present—native and foreign. In all departments this was true; but more especially, it seems to us, was it true in the Higher Department—the Department of Art, the Department of Music, and the Departments of Rational and Experimental Psychology.

One must carefully read not only the last program issued, but must carefully scan the long list of the distinguished world-known men and women from all nations who brought their best thought, clothed with its best expression, as a contribution to the congresses.

Just here, it seems to us, the "snap shot" comments made were quite out of place; in fact, the greatness and grandeur of the occasion seemed to have for the most part escaped both the recognition and appreciation of a large number present. It is easy to admire mediocrities, but fatiguing to listen or to climb to the height of thought and expression of such magnificent orators as Messieurs Gabriel Compayre, Benjamin Buisson, and others. The Commissioner states the facts:

1. The work of the Bureau remains with the same organization as hitherto, namely: the division of correspondence and records, the division of statistics, the division of library and museum, the division

of international exchange—for the comparative study of national school systems.

2. Modestly the Commissioner mentions the fact that in accordance with the desire of the National Educational Association expressed by a resolution, the Commissioner assumed a large share of the work of preparation for the

## INTERNATIONAL CONGRESS OF EDUCATION,

held at Chicago the last week of July, 1893. Preparations have also been made for a thorough study of the educational exhibits collected at the Columbian Exposition from all countries of the world and from all States of this nation.

It was an occasion of unusual importance, especially owing to the changes now in progress in educational systems throughout the world. I may briefly advert to one of these phases in view of its importance to the productive industry of the nation. World's fairs have exerted a great influence upon the mechanic arts ever since the first one held at London in 1851. It is well known that the

## SOUTH KINSINGTON MUSEUM

is the result of the studies of intelligent Englishmen upon the causes of superiority in the finish given to French goods. It was seen that artistic finish was necessary to command the highest market prices. Anglo-Saxon nations and all nations of northern Europe seem to have great gifts in devising the machinery with which to conquer nature. Mechanical ingenuity is constantly increasing in potency among these nations. They have reinforced the power of human muscles and horse flesh, first by the water wheel and secondly by the steam engine, and are now just beginning to utilize electricity as a motive power. In 1870 the celebrated English statesman, Gladstone, estimated that the power of 6,000,000 British workmen reinforced by machinery created an annual product of manufactured goods equal to what the 300,000,000 workmen of the entire world could have furnished before 1750, before the era of the invention of the power loom, the steam engine, the spinning machine, and the other devices that belong to its class. But this gifted race that has such skill in marshaling the forces of nature to the aid of human energy is found to lack æsthetic taste and the gifts to enable it to give an artistic finish to its productions.

It everywhere sees in nature lines of force, but does not see the lines of gracefulness and beauty. Its mind has a dynamic tendency rather than an æsthetic tendency. This race was performing the lion's share of the mining and first preparation of the useful and precious metals, the harvesting and marketing of the staple food products, and the manufacture of the coarser articles of clothing. Its products represented an immense amount of physical force but not so much of a high grade of intelligence and taste. The lesson of the first world's fair was that more *taste* and *skill* should be worked up into the finished product, because this element brings the highest price in the markets of the world.

Strange as it may appear at first sight, it is possible to elevate the

## PRODUCTIVE POWER

of the whole people in this way, and it is not necessary to have any ignorant or unskilled people reserved for lower forms of industry. The intelligent brain that is set to work at lower forms of industry invents a machine and deftly slips it in between himself and his drudgery. He becomes a productive power and accomplishes much more with the machinery under his charge than he could have done with his mere hands and muscles.

The history of the past thirty years shows that one after the other of the departments of mere drudgery can be conquered by the aid of machinery, and the increased production caused by the substitution of machines for human muscles works in such a way as to reduce the quota of laborers needed in the lower departments of industry and to set free larger and larger numbers of workmen who ascend into those departments of labor devoted to the artistic finish of goods, to the creation of means of luxury and to the more important vocations which have for their object the collection and diffusion of knowledge, the refinement and cultivation of the intellect, the extension of moral and religious education. Those who have at heart

THE SPREAD OF ENLIGHTENMENT, the elevation of the laboring classes of the community, and the increase of the moral forces of society, have reason to rejoice at this spectacle.

(To be continued.)

GET Proctor Knott's speech on Duluth, and let the school be rehearsing it preparatory to the great meeting to be held there in July.

THE American Book Co., of New York, Cincinnati and Chicago—send us one of the most interesting, attractive and remarkable books ever published in this country, entitled, "Myths of Greece and Rome," the stories being narrated with special reference to literature and art, by H. A. Guerber, lecturer on mythology. There are seventy-one full-page reproductions of ancient masterpieces and noted examples of modern sculpture. Four hundred and sixteen illustrative quotations from the literature inspired by these beautiful legends. A chapter on the Myths in the Light of Philology and Comparative Mythology. Double-page maps, genealogical tables, glossary, index, etc. An invaluable work for schools, libraries, the home circle.

The aim of the author of this splendid work, which has been carried out fully, seems to have been to present in a complete form an account of Grecian and Roman mythology in such a manner that the student will come to some clear comprehension of its influence upon literature and art. Quotations from the poetical writings of all ages, besides the illustrations, are represented from Hesiod's works and days to Tennyson's "Enone," so that the whole volume is luminous with the best from ancient masterpieces down to our modern interpretations, great care being taken to avoid the more repulsive features of heathen mythology.

Another specially interesting feature of this valuable work will be found in the closing chapter, which includes an analysis of myths by the light of philology and comparative mythology. This, with the maps, the genealogical tables and complete glossary and index, make up a volume unique and valuable for constant use in the library, the art gallery at home and abroad, far beyond our ability to describe in a notice all too short and inadequate for such a remarkable and helpful compilation.

In fact the American Book Company, it is well understood, is able and commands the *best* that money, culture, experience and wisdom bring to make the *model* text books of the nation, reaching back to the earliest myths, the beginning of all things, and embodying all the latest discoveries down to January 1, 1894.

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## COLORADO.

Things of like value differing in the owners.  
—Shake's Timon of Athens.

COLORADO, like all other states, can afford to increase the compensation of the teachers of the State, and arrange to pay them what is due promptly at the end of each month. We presume this is done in most of the school districts of the State already. Here are some statistics of value to every teacher and to every child attending school in Colorado.

The geography lesson, the lesson in political economy can be re-enforced and illustrated by these figures—which are rather under than overstated:

The farm products have already run up to \$60,000,000 a year. The cattle product to \$34,000,000. The coal product to \$55,000,000, and its manufacturing product to \$70,000,000, though but a *tenth* of the land is under cultivation, while the entire metal output of the state, according to the last census, was only \$50,000,000, making a total of about \$270,000,000 a year.

That is a good showing, and every year.

## LITERARY NOTES.

G. P. PUTNAM'S SONS, New York, in their most admirable and timely series, "*Heroes of the Nations*," send us "Henry of Navarre, and the Huguenots in France," by P. F. Willert, M. A., Fellow of Exeter College, Oxford. These interesting volumes are careful, biographical studies of the lives and work of a number of representative historical characters, about whom have gathered the great tradition of the nations to which they belonged, and who have been accepted as types of the several National ideals. With the life of each typical character is presented a picture of the National conditions surrounding him during his career. These narratives are the work of writers who are recognized on the subjects upon which they treat, and, while thoroughly trustworthy as history, present picturesque and dramatic "stories" of the men and of the events connected with them. Carlyle says: "History is what *great men* have accomplished who have *worked* here. They were the leaders, the modelers, the patterns, in a wide sense, the creators of whatsoever the mass of men contrived to do or to attain. The thoughts they had were the parents of the actions they did. This volume is beautifully printed, and like all the other volumes, elegantly bound and illustrated. This story of Henry of Navarre and the Huguenots in France is one of thrilling interest, making with the index, about 480 pages.

THE reduction in the price of *The Forum*, from 50cts per copy to 25cts per copy, we hope will result in very much larger and wider distribution of this arly number contains some fifteen valu-

great educator in economics. The Janu-able articles bearing upon these topics, but the first article, "The Teaching of Recent Economic Experiences," by David A. Wells, wherein this distinguished economist writes not from a political but *educational* point of view. He sums up the almost incalculable loss in money and in the confusion of the world's activity by the recent panic and the present dull times. On this remarkable group of facts which he has collected with great industry, Mr. Wells builds an argument to show that our recent and present economic misfortunes are traceable solely to the popular *ignorance* of economic laws.

EX-PRESIDENT HARRISON is much interested in the subject of military instruction in schools and colleges, and has written for *The Century* a short article advocating a plan recently suggested by Lafayette Post, G. A. R., of New York. It will appear in the January number. In this same issue of *The Century* will be printed an article on the Garfield-Conkling feud contributed by Ex-Senator Dawes (who was chairman of a committee of conciliation), the inside history of which will be here told for the first time.

*Scribner's Magazine* for 1894 will publish a series of special frontispieces, selected by Philip Gilbert Hamerton from contemporary art, and accompanied with a brief article by Mr. Hamerton and a portrait of the artist. Manet's "Fifer" opens the series in the January issue.

EVERY parent, as well as every teacher of children, will find much that is valuable and helpful in *THE PSYCHOLOGY OF CHILDHOOD*, by Frederick Tracy, of Clark University. The author presents as concisely and as completely as possible the results of systematic study of children, and has included everything of importance that could be found. The various chapters treating of Sensation, Emotion, Intellect, Volition, and Language, are sure to give many practical hints to all who have to do with children. The book is published by D. C. Heath & Co., Boston.

*Primary Education* is a hit—a useful, happy, helpful hit, and with all and better than all, a *sensible* hit—not a silly thing in it. We should think all the primary teachers and all the mothers too would want it. Eva D. Kellogg, the editor, the Educational Publishing Co., Boston, and the primary school children of the country are all to be congratulated. It is certainly an ideal paper for primary teachers.

A HUNDRED TON MAGAZINE ORDER.—An event in periodical literature, not without its significance to the general public as showing the growth of the reading classes, was the receipt on the 9th of November by *The Cosmopolitan Magazine* of the order given below. A single order from a news company for one hundred tons of magazines! That is almost an event in the history of the world. A like order has never before been made, and if past ratios be maintained it means considerably more than half a million circulation for the December *Cosmopolitan*.

"Publisher Cosmopolitan. Dear Sir:—Of the 200,000 copies of December number to be sent us, please send as

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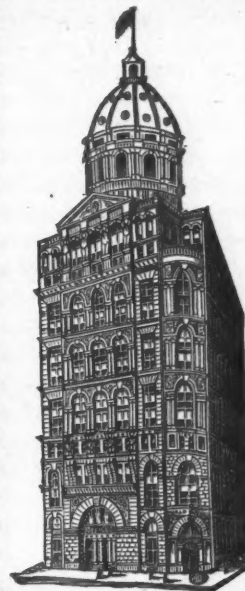
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Brought Down to January  
First, 1894.



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follows: 172,650 copies regular edition, 27,250 copies R. R. edition. Yours respectfully, The American News Company."

We do not see how any original New England man or how any descendant of a New Englander can well get along without the regular visits of the splendid *New England Magazine*, under the management of Mr. Warren F. Kellogg. It has all of the old flavor which has for years made it so attractive and popular, and some new features of more general interest to those not so much enamored with New England life, habits and customs. Take "The Homes and Haunts of Hawthorne," and all Europeans of literary taste will read this article with the keenest zest and relish. Take also, "The Friendship of Edwin Booth and Julia Ward Howe," both articles in the November number, and who would like to miss this most attractive and finely illustrated sketch. We commend "*The New England Magazine*."

*St. Nicholas*, with its new cover, with the wonderful stories and pictures under the cover, is practically the only young folks' magazine now published in this country. What more can the boys and girls want or need than *St. Nicholas*. The old people *ought* to be willing to wait until the children have looked it over before they monopolize it, for all its wealth of story, song and pictures have been told, sung and made for the boys and girls. We should like to particularize, but when should we stop, short, of the whole table of contents, and even then the pictures and

illustrations would be omitted. So you see the only and the best thing to do is to say, *get it*, read it, loan it, and be happy *all the year*. THE CENTURY CO., East 17th St., New York City, N. Y.

LONGMAN, GREEN & Co., of New York, send us "English History for American Readers," by Thos. Wentworth Higginson and Edward Channing. This is a volume of 334 pages, each page packed full and close of the best results of modern investigation. The career of England is too important in the history of the human race to be handled in any petty or partisan spirit. If, as Carlyle claims, "history is but the biography of great men," we do well to get into this great company often. We get there a large free scope of vision. We open page 221 and find this brief account of the "Bank of England."

"At this time there were no banks in England. All large sums of money were collected and paid through goldsmiths and silversmiths of London, who in this way acted as bankers. Of course this was not a very secure way of doing business, as everything depended upon the honesty of some particular man. So a Scotchman named Paterson agreed to establish a national bank and lend the Government one-half the capital of the bank. In this way the Bank of England was established."

PLEASE notice the change in the ownership of the AMERICAN JOURNAL OF EDUCATION, and send all letters and money to Perrin & Smith, 208 Vine St., St. Louis.

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J. B. MERWIN, St. Louis..... }

ARE the funds on hand—and sufficient to pay the teachers each month as other State and county officers are paid? If not, would it not be an act of both justice and good sense to arrange this matter in *all* the States, so that the money necessary to defray the expenses of the school be provided for in advance. It is just as well—nay, it is vastly better and more just to do this than to have the individual teacher bear the expense of this delay. Can we not inaugurate a needed reform in this respect? We think it ought to be done and that it can be done.

EVERY teacher ought to speedily and permanently become "the armed soldier of intelligence."

GLAD light from within, cheerfulness, hopefulness, healthfulness, radiate, enlighten, nay, more, embellish work and life and duty.

BE sure and train the children into a stout, self-help—no coddling. Their education is a wise unfolding of natural aptitudes. It takes wisdom to see what these are.

OVER sixty millions of people so ignorant, so selfish that we cannot get any use of intelligence, of wisdom, of patriotism. This is baleful, or would be if it were not for a remedy. Certainly wisdom is not there now making laws and administering them; else we should not be feeding and blanketing and sheltering and bedding *horses* that work and leaving men and women, our brothers and sisters, without shelter, without bread, without blankets. Yes, ignorance and selfishness cost. The remedy is in more intelligence, justice, wisdom and humanity—in putting wisdom, ability and patriotism at the top of affairs, and helping each one of us to do justly, to love mercy and to walk humbly before God. This is the way to peace, plenty and prosperity.

YES, a "new light" will dawn upon the minds of school officers, and taxpayers, too, when they read the "Preston Papers." You see just how to secure these wise, witty, helpful "papers" on page 14.

## THE DEVIL'S INVENTION.

[A West Tennessee teacher's talk with his pupils at the end of the session. Among other topics he treats of that maxim of the devil's invention "Boys will be boys."]

YOUNG gentlemen:—I assume that thoughts gathered from a long life's experience in teaching boys and studying boys may be of some use to you when in future you come, as fathers or as teachers, to act as guides to youth. What I say on this occasion is prompted by a wish to extend that usefulness beyond my life's not distant limit.

You have read in Virgil that the daughters of Proetus, King of the Argives, filled the fields with their false lowings. Juno, enjoying the beauty of these young princesses, had made them think themselves cows, and the belief in their minds that it was universally expected of them to act like cows, was to them an irresistible temptation to low. The moral of thinking men in this fable is that there is not to any human being a stronger temptation to evil than the belief in his mind that evil is universally expected of him. The maxim, "Boys will be boys," is demoralizing as implying that conduct disgraceful in a man is not disgraceful in a boy, but is no more than ought to be expected of boy; and for which, consequently, a boy ought not to be discountenanced in good society.

The twentieth century is at hand bringing with it, among other improvements, a change in public sentiment regarding the school-boy's responsibility to the laws of decency and propriety. It is certain that a boy will very seldom do what he knows no one at all will countenance. Public sentiment no longer countenances a boy who does wrong because he knows it is wrong, who esteems it a privilege to do wrong with impunity, and the greater the wrong the more pride does he take in having perpetuated in it without being punished for it. This change in public sentiment is the reason that the necessity for whipping in schools does not occur so often now as in schools of the earlier part of the present century—schools, too, taught by men of unquestioned and distinguished professional ability, such men as Dr. Arnold, of Rugby, and Dr. James Holmes, of Tennessee. The time is past when society countenances in a school-boy conduct that would make his father's patronage to the school something to be shunned rather than to be sought, a curse to a school rather than an advan-

tage. Boys are much more now than in former times, regardful of their social standing in the society of the neighborhood where everybody knows them. Value of reputation and pride of character are more generally now than in former times motives of conduct in school-boys. Boys are more generally now than in former times sensible of the truth that a reputation for reliability and business habits acquired at school is money in the pocket on leaving school.

From his fallen nature man is born with an aptness to learn evil rather than good; some with a greater aptness inherited from parents than others. The child of the burglar or pickpocket inherits from his ancestors a greater aptness to learn evil than the child of the respectable citizen, but the child of the burglar or pickpocket is at birth as absolutely innocent as the child of the respectable citizen; for our blessed Savior said "Of such is the kingdom of heaven."

The doctrine that a boy is born with a devil in him of which he must be exorcised has become antiquated. The validity of a false notion is surprising. It is astonishing that for ages there existed among the men of old the false notion that regarded a school-boy as a being irrepressible to the laws of decent society, one to be whipped when necessary but never censured or discountenanced; one whose bad conduct should no more excite anger than the acts of a baby or lunatic. In looking back to the days of my early boyhood, I call to mind how old men, contemporaries and schoolmates of my grandfather, would boast that they were bad boys when boys. They did not reflect that such talk was the very worst example to boys that heard it. A long life's experience in studying boys has convinced me that the greater part of the errors in the conduct of boys at school is attributed to the superficial notions and thoughtless talk of older people about boys. Some men go about making speeches on education with their ad captandum talk that the worst boys make the best men. Such orators would do less harm to the morals of the community if, instead of talking about education, they were practicing law or making political stump speeches. Ne sutor ultra crepidum, I say. Do these men suppose that such talk will not demoralize the boys that are listening to it? The influence of such talk is retrogressive. There occurs to my

mind at this instant two newspaper stories of the same retrogressive and demoralizing tendency. One about some boys that swam across the Cumberland River to the watermelon patch of a market gardener who had some early watermelons ready to take to market next day. The owner, on detecting the boys stealing his watermelons, reflected that he himself had once been a boy, and that "boys will be boys," therefore he gave them as many fine melons as they could carry back home with them. Why should it be expected of a boy that he should have no more respect for himself, no more gentlemanly principle in him than to be prowling around pilfering in other peoples' gardens and watermelon patches? The other story was in the *Youth's Companion*. It was a story about some Concord college students who, disguised and masked, took from his bed a newly arrived student and carrying him, gagged and tied, off a quarter of a mile, forced him to join some sham society or other. Why should such brutality be what ought to be expected of boys? Is it not a very great hardship on boys that laws that protect men against each other do not protect boys against each other?

Such a white-cap outrage occurring anywhere else in Massachusetts except at a school would have been punished by the laws of the State with imprisonment in the penitentiary. If a boy comes out a gentleman from a school where such atrocities are perpetrated it is because the principle imbibed at home counteract the influence of associations at such a school. Boys at schools hundreds of miles remote from their homes are sometimes regardless of their standing in the society of a neighborhood where no one outside the school knows them. "Home," as Smiles says, "is the most important school of character. It is there that every human being receives his best or his worst moral training, for it is there that he imbibes those principles of conduct that endure through manhood and cease only with his life." I heard a young man once say that he taught school for a few weeks in a backwoods neighborhood where his girl pupils gave him much trouble by their habit of cursing and swearing and chewing tobacco.

Before a boy has been at school a week an experienced teacher can form a pretty correct judgment as to what kind of folks they are at the boy's home. More than



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twenty-five years ago a very sensible boy, a friend and pupil of mine, remarked in conversation with me that the boys of a certain family would grow up to be fighting characters, because, as he said, the family around that fireside at home were always telling anecdotes about fighting and talking about fighting. When those boys grew up to be men two of them were killed in fights and another one killed a man in self-defense. It is much better not to talk about fighting in the hearing of a boy. Conversation calculated to excite his imagination on that subject should be as carefully avoided in his hearing as ribald and obscene talk calculated to excite in his mind lascivious imaginations.

Now to studies at school—you should, when you come to act as teachers, labor rather to teach your pupil how to learn than to store his mind with facts and statistics. To learn how to learn is one of the most valuable acquirements to be gained at school. The man who has learned how to learn has in life a great advantage over the man who has not learned how to learn. If, when the little boy asks you what the word is in his First Reader, you, in order to get rid of him, tell him what the word is instead of teaching him how to learn for himself what it is, you are starting him off wrong in the very beginning of his career. When a student asks you to translate a Latin sentence, teach him how he himself may learn how to translate it. You are then teaching him the principle on which Latin sentences are translated, for there is a principle in that as in everything else by which it may be learned with certainty, otherwise all knowledge of it would be guess-work—not knowledge, but faith.

What I would further impress on your mind as important is to teach the student how to make use of or apply to practice, as far as it can be done, everything he learns. Teach him how to use his knowledge of French, Latin, Greek or English in tracing to their roots English words, and accustom him to do so that it may become habit-

ual to him. You thus aid him to make a *thinking man* of himself, for words are the tools that we think with. Teach him to apply to practice his knowledge of grammar by daily correction of ungrammatical sentences in some text book of exercises in false syntax. Teach him to apply constantly to business calculations his knowledge of arithmetic, and to apply to practice in the woods and fields his knowledge of geometry and trigonometry in calculating acres, distances and heights. In a word, teach him to apply theory to practice.

I will conclude with an extract from a letter of the venerable Bishop Horne to a young clergyman:

"Precious beyond rubies are the hours of youth and health! Let none of them pass unprofitably away, for surely they make to themselves wings, and are as a bird cutting swiftly the air, and the trace of her can no more be found. If well spent, they fly to heaven with news that rejoice angels and meet us again as witnesses at the tribunal of our Lord. When the graces of time run into the glories of eternity, how trifling will the labor then seem that has procured us (through grace) everlasting rest, for which the apostles toiled night and day and the martyrs loved not their lives unto death."

JAMES BYARS.

COVINGTON, Tenn., December, 1893.

## Some Good Rules.

PREPARE for your recitations in advance.

Text-books are subordinate to skillful teaching.

Use the blackboard yourself.

Send your pupils to the blackboards.

Keep wide awake yourself.

Keep your pupils on the alert.

Don't talk too much.

Never repeat the pupil's answer.

Seldom repeat a question.

Don't try to teach all you know at once.

Never tell your pupils they are dull, slow or stupid.

Be cheerful and animated, but not frivolous.

If everything seems to go wrong, it is probable that you are out of humor yourself.

A pleasant voice is music in the school room.

Expect to leave much untaught; no teacher ever succeeded in teaching everything.

Do not expect to make good scholars out of all your pupils; to do so is impossible.—John Swett.

## DELAWARE.

And he will still be doing.—Shak.

MR. JOHN G. GRAY, County Supt. of Sussex county, Del., is evidently the right man in the right place. In speaking of the "qualifications of teachers" he says:

"In occasional contact with those unemployed teachers who would apply to me for assistance in securing a school, I often discovered those with whom I was favorably impressed. I was forced to see that such selections of teachers as had been made for the sake of economy (?) or by favoritism, was operating for the survival of the unfittest. Great competition for place also had rendered the salaries so low that in many cases the best teachers were seeking employment elsewhere. As one means of correction I have raised the standard of examinations. Hence, depending upon my visits to the schools to acquaint me with those who possessed special aptness and fitness for the work, and extending to them such leniency as their industry seemed to justify, by means of a higher standard of examinations I have, I think, been able to assist the schools to a *better class of teachers*."

"It has lessened the competition among teachers for place, it has turned the current in the opposite direction and has created a competition of places for teachers. Already a marked advance is felt in the salaries of teachers, thus offering a greater inducement to the more capable to remain in the work."

Two years ago when I began my visits to the schools, I found one young lady teaching for \$15 per month, several others for \$20 per month, and quite a number of both sexes for \$25 to \$28 per month. Just this day I have been interrupted in the preparation of this report to fill a vacancy. It is filled by a young lady whose application is on file in this office. She accepts the place, not at her bid, but at the first offer of the school board, of \$40 per month. Having made this move to get the work of teaching in more competent hands, we hope to advance our standard toward that of a professional character. This is a large field and if the work is even given a healthy progress toward the coveted goal, it should be considered most encouraging. Much attention has been given, in the examination of teachers, to the subject of Theory

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Why will you be bled of your money by experimentalizing Oculists and so-called Specialists, when they never have, and what is more, never can cure disease of the Eye, Ear or Head? You not only lose your money, but oftentimes are left in a worse condition than when you began treatment. Such diseases of the Eye as Catarrhs, Granulated Lids, Pterygiums, Amaurosis, Astigmatism, Glaucoma, Iritis, Ophthalmia, and weakened Vision from any cause readily yield to "Actina" as thousands testify. In fact, there is no disease of the eye but what may, under proper stimulation and electrical excitation be permanently cured. This can be done by "Actina" as surely as the sun shines and fire burns. Catarrh, Deafness, Hay Fever, Neuralgia, Sore Throat, Colds and Bronchitis and Lung Troubles cannot exist under the influence of "Actina." "Actina" is a Perfect Electric Pocket Battery, usable by young as well as old, and at all times and in all places; you lose no time from business, you treat you self, and the one instrument can be used by the entire family. Beware of fraudulent imitations. See that the name "W. C. Wilson, Inventor, Pat. No. 341,712" is stamped on each instrument. None genuine without.

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and Practice of Teaching. Lectures have been given upon such topics, as my visits to the schools suggested the need of attention, and which could not be considerably taken up in the presence of the pupils.

The necessity of keeping up with some educational paper, in which the current questions of pedagogy are treated, has been urged. And most of all that they should take up the works of the educational reformers; the works of Rousseau, Pestalozzi, Arnold Man, Spencer and others and study the record of their experience, wisdom and philosophy, covering, as it does, the entire field of educational work both in its practical and theoretical bearings."

We are all indebted to a man who speaks so well and so plainly for right things as this Mr. Gray speaks.

# MISSISSIPPI

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J. B. MERWIN, St. Louis .....

ARE the funds *on hand*—and sufficient to pay the teachers each month as other State and county officers are paid? Arrangements should be made for doing our teachers this justice a year in advance.

## THE LEFT-HANDED PUPIL.

I have the misfortune, if misfortune it be, to be left-handed—very left-handed. My wife has told me that even my sermons are left-handed. There was a time when I thought it a defect which should be atoned for by a life-long, self-inflicted punishment, but now I see differently. My first views were obtained in the primary school, and my present views are the result of observation and reason. It is a very common thing to hear a pun passed on the use of the left hand. People reason like this: There are more right-handed than left-handed people; therefore, to be right-handed is natural, to be left-handed is unnatural. The same thing may be said of red hair, but no one ever heard of red hair being considered unnatural. Teachers treat left-handedness as if it were the result of habit or perverseness, and seek to correct it by compelling the use of the right hand. I have even known them to go so far as to tie the left hand, thus leaving the pupil no option.

I remember well my first day at school. The teacher was a genial gentleman, and enjoyed the reputation of being a first-class instructor. Sometime during the forenoon he discovered that I was left-handed. Not long after this he came to me and mentioned it, remarking that, if I ever expected to be a good penman I must learn to write with my right hand. I had heard the same thing at home a thousand times, and, being ambitious, resolved to follow the instructions.

It is impossible to tell one who has not experienced it, what I went through. Before I could learn to form a letter I must learn to overcome a very strong natural characteristic. While other children were learning penmanship, I was battling with nature. Involuntarily the pencil would go into my left hand. In seating myself at the desk I naturally took a left-handed posi-

tion. Over and over again I asked myself questions something like this: "It is easier to use my left hand, and why not use it? Why should the right hand be considered superior to the left?" Then the statement of my teacher would come up, and to me he was the embodiment of wisdom and must be obeyed. Then the struggle would be renewed. Dropping water will wear away the stone, so by patient and unrelenting toil I succeeded in accomplishing what nature never intended me to do. Perhaps saying "succeeded" is putting it a little strong, for nature has not yet acknowledged defeat. The left hand, like Banquo's ghost, will not down. This teacher's course was wrong. Were I the only left-handed scholar who had ever been imposed upon by a bungling teacher, then this article would be out of place, but I happen to know that there are yet a large number who are being treated in exactly the same way by teachers who think they are doing educational work. Such methods are contrary to nature and are harmful in a thousand different ways.

In the first place it means a waste of time. It is my opinion that the time I put in in learning to use the pen in my right hand was sufficient to have mastered any one of the elementary branches. Then his method produced unnecessary discouragements. I felt all the time, until I was half grown, that left-handedness was a defect—a sort of judgment sent upon me for my own or somebody else's sins. And last, and perhaps least, of the misfortunes—I never have learned to write well with my right hand. My arm soon becomes weary, the muscles of my wrist ache, and the movement at best is sluggish. After years of practice I am not sure that I can make a letter twice alike in a whole day. I am sure that I might have been a much better and easier penman by using my left hand.

In the history of Israel we learn that the tribe of Benjamin were left-handed, and yet that tribe boasted 700 men so skilled in the use of the left hand that they could "sling a stone at a hair's breadth without missing." Some of the best pitchers now playing baseball are left-handed; one of the best archers I ever knew was left-handed, and it is time for the teacher to understand that in this matter, as in others, he is simply to assist nature.

ELMER E. WILLEY.

JOPLIN, MO.

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No person knows when, where, or by whom the first steel pen was made. Different ones have claimed the honor of having discovered some early mention of steel pens, one as early as 1700 A. D., but no authentic historical proof has been brought forward to sustain these claims; therefore they can not be credited. All such claims have probably emanated from brains that have been over-taxed for material with which to fill newspaper columns.

There is, however, no doubt that steel pens were first produced as merchantable articles about 1820, by Joseph Gillott, who has been legitimately termed the "father of the steel pen trade." The pens made by Mr. Gillott were so accurate, smooth, and elastic in action, and so easy to the hand, that they quickly displaced the old goose quill and built up a trade that is limited only by the amount of writing that is done. A fixed determination to produce the best, and only the best; has been vigorously adhered to.

None of the multitude of visitors at the Chicago Columbian Fair will be surprised to hear that the award on steel pens was given to Joseph Gillott & Sons. No photograph can show, nor can any pen describe, the perfection and artistic beauty of their exhibit. Pens were shown that were so small that sixteen arranged in a row lengthwise measured only one inch, yet they were complete and perfect in every particular. There were mammoth pens and business pens and school pens and artists' pens, of all colors, almost without end, and so arranged as to show to the most ordinary intellect a combination of art and usefulness rarely to be seen, in fact their exhibit was an uncommon display of the harmony of mind and matter. Also at the Paris Expositions, both 1878 and 1889, Gillott's pens won the gold medals, and they have never failed to secure the highest award wherever they have been exhibited.

Teachers cannot secure satisfactory results unless their efforts be supported by the use of the best tools and material; and in nothing is this more true than in teaching penmanship. With poor pens pupils cannot learn to write well.

An editor must, of course, keep all his charities about him, but he must keep his eyes open also and tell the truth, or keep still. Can a real editor keep still?

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Arrangements have been already made for **Two Serial Stories of exceptional interest**. One, entitled *Manette Andrey—a Picture of Life during the Reign of Terror*, from the French of Paul Perret, will begin with the first issue of the

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## American Journal of Education.

### BUSINESS DEPARTMENT.

#### Business Notes.

MR. L. P. GOODHUE, who has had many years experience as an advertising agent, has taken charge of our advertising department.

WE call special attention to page 14 of this issue of the JOURNAL. The premium there offered is one that every public school teacher in the West and South should possess. It can be secured by sending one subscriber and \$1 to the JOURNAL.

ADVERTISING is a very subtle and elusive science. Its tenets are not to be had from any comprehensive text-book. There are some valuable books on the subject, to be sure, but their value is in general suggestions rather than pointed instruction. The science is a wide one—covering about every species of favorable publicity. The rules vary according to the matter for which publicity is sought. A method that has proved excellent for promoting one interest may be destructive if applied to another. The modern advertising specialist has seized this idea and refined it with wonderful pains and with remarkable success. Less than ten years ago a genuine advertising expert (we mean writer, not broker) was a novelty. Professionally he did not exist. Now he is to be found in every city and important town—almost at every corner. He has made a place for himself, as the typewriter has done, and business now could hardly be done without him. The same necessity that brought him into being demands that his science be added to the branches taught in schools that train business men. Not that the schools should aim so much to make professional advertising men, but rather to teach the principles of the science to students who will engage in general business, as a necessary part of their training.

#### A University in the Home.

A college education has ceased to be a luxury. It is now an absolute necessity to every young man who would enter upon life with an unclouded prospect. Talk as one may about the superfluity of higher education, it cannot be gain-said that its absence makes a successful man's progress less pleasant, even if it does not impede it very seriously. There is no wise young man who would refuse the opportunity of university study if he could get it. But of course it costs money. You cannot enjoy the privileges of such an institution unless you can afford to pay liberally for them.

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of our readers. You cannot now offer any excuse for not having it, for you can pay for it on almost your own terms. What home can afford to be without it when it can be secured by the saving of only ten cents a day for the short period of 90 days. Recollect we send the entire 20 volumes at once on receipt of but One Dollar, the other \$9.00 to be paid at the rate of ten cents a day, payable monthly.

#### The Columbia Desk Calendar,

which is issued annually by the POPP MANUFACTURING COMPANY, of Columbia Bicycle fame, is out for 1894, much improved in appearance. It is a pad calendar of the same size and shape as those of previous years, having a leaf for each day, but its attractiveness has been heightened by the work of a clever artist, who has scattered a series of bright pen-drawings through its pages. It also contains, as usual, many appropriate and interesting contributions from people both bright and wise.

#### Tariff Straight from the Shoulder.

The Tariff Mule is again kicking in the *New York Weekly World* and the tariff page of that paper is without doubt the strongest in the country. For those who like tariff arguments and like them served hot, it will be worth while to send a postal card for a copy of *The Weekly World*.

#### St. Louis to Chicago.

Are you going? If so study the advantages offered by the Vandalia and Illinois Central Line. Three trains daily except Sunday, and two trains daily. This is the only line with a Sunday morning train for Chicago. Leave St. Louis daily, 8:10 a. m., arrive at Chicago 4:45 p. m., and daily at 9:00 p. m., arrive at Chicago 7:45 a. m. Daily except Sunday at 8:40 a. m., arrive at Chicago 7:20 p. m. Rates always as low as the lowest. Ticket offices Southwest Cor. Broadway and Olive Streets and Union Depot.

#### Baltimore and Ohio Southwestern Railway Improved Service.

(Ohio and Mississippi Railway.) Commencing Monday, January 1, Pullman dining cars will be run on the Royal Blue Flyer, leaving St. Louis 8:30 a. m. Breakfast served leaving St. Louis. This train arrives Cincinnati 5:30 p. m., Washington 11:50 a. m. and New York 6:15 p. m. All meals served in Pullman dining cars. City office, 105 North Broadway, St. Louis.

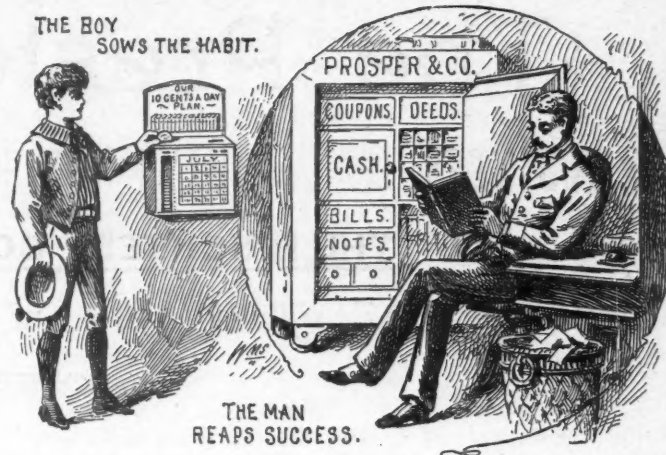
THAT is not so old a chestnut to the new generation as it might be, those cabalistic characters of the C. B. & O. R. R. Already it has been designated not only as the "official route" to the meeting of the National Educational Association at Duluth, next July, but these letters stand for it, as "The Cheapest, Best and Quickest" route thither to that point.

#### Appreciated.

Every year teachers are being more appreciated and more liberally paid for their services; but in a great many localities they are as yet very poorly paid for the service rendered, and find it necessary to do something else to supplement their incomes, and all who need to do this would do well to apply to B. F. Johnson & Co., Richmond, Va.; they will tell you about something that will interest and profit you.

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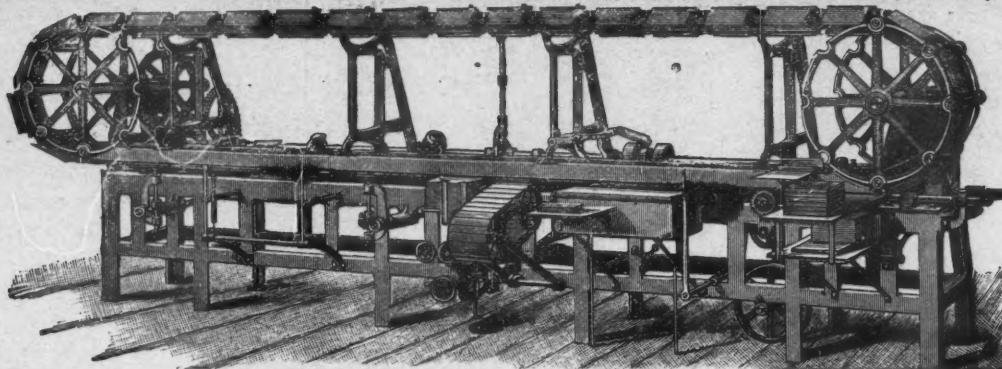
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